

Instructor: Dr. Gregory Wright

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Office: HU 192

Office Hours: MWF 12:30 p.m. – 1:30 p.m.

MW 2:30 p.m. – 3:30 p.m.

TR 1:30 p.m. – 2:30 p.m.

Or by appointment

Course Description

Students will build on the skills learned in ENGL 1010 in this intermediate writing course designed to improve students' reading, writing, research, and critical thinking skills. The course may include expository, persuasive, and/or argumentative writing emphases. A major research paper is required. Students must achieve a "C-" or higher in this course to receive GE credit.

Course Objectives

Specific skills and abilities you will learn in this course are:

- to write clearly, informatively, and persuasively in a variety of settings
- to examine a topic from multiple perspectives and/or defend a position
- to understand that plagiarism is a breach of academic honesty
- to assimilate information from a source in a way that maximizes clarity without violating academic integrity: paraphrase, summary, and direct quotation
- to cite sources according to a documentation system that meets the expectations of the intended reader
- to locate resources in libraries and in other traditional and electronic media
- to evaluate the quality of a source and information from that source
- to understand argumentation as a process that seeks to understand a range of views and that treats opposing views respectfully
- to develop an understanding of the strategies of argument
- to evaluate the strengths and weaknesses of your own writings and those of others
- to revise through several drafts
- to use conventions of format, structure, and language

Texts

Ramage, John D., John C. Bean, and June Johnson. *Writing Arguments: A Rhetoric with Readings*. 8th ed. New York: Longman, 2010.

Hacker, Diana. *A Writer's Reference*. 6th ed. Boston: Bedford/St. Martins, 2009.

Other materials

A letter-size, manila folder to keep all your papers and drafts
Writing material (paper, pen/pencil, etc. – **Bring these to Class!**)
Photocopies of selected essays
A good, college-level dictionary

Course Requirements

Assignments include both out-of-class and in-class work and will include research, informal writings, drafts of essays, peer responding and editing, and assigned readings from the texts. To successfully complete ENG 2010, you must:

- Write an in-class diagnostic essay during the first week of class
- Complete weekly reading assignments of approximately 30 to 50 pages
- Design research strategies and conduct library and internet research
- Actively participate in in-class writing workshops and discussions
- Complete four formal, out-of-class writing projects of no less than two to five pages each
- Write a research-based argumentation essay of no less than ten to twelve pages

In-Class Activities

In-class activities will include:

- Discussions of assigned readings
- Workshops related to the current writing assignment including exploratory writings, planning, drafting, revising, and editing
- Collaborative exercises and peer response sessions

You are required to actively participate in all in-class activities.

Writing Assignments Overview

This course requires the completion of five major, formal writing assignments:

1. A "Problematizing a Topic" essay that requires you to engage an idea in complex ways and to resist rushing to easy, simplistic answers or a single claim or thesis (2-3 pages)
2. A summary essay that demonstrates the ability to summarize, to paraphrase, and to incorporate direct quotations from primary sources. (2-3 pages)
3. An argument analysis essay, where you will analyze the author's success or failure of persuasion, focusing on the author's argumentative strategies and audience, purpose, response to other points of view, and anticipation of possible objections to his or her argument. (3-5 pages)

4. A critical annotated bibliography that includes a minimum of eight (8) quality, academic-level, critical research sources. The critical annotated bibliography should display the thoughtfulness of your research plan and process, in preparation for the researched argument essay, the quality of your research sources, and your ability to write careful, succinct, and critical annotations of those sources in proper MLA style and documentation. (page length indeterminate)
5. A researched argument essay that examines and argues a question or issue pertinent to your major field of study or chosen career path. This last writing project allows you to exhibit the writing skills you have honed over the course of the semester (i.e. summary, paraphrase, quotation, analysis, research, style, and format, etc.) and to put them together in a concentrated argument research essay. (10-12 pages)

Late Papers

Unless otherwise specified, written assignments are due at the beginning of class on the designated due date. One late submission will be allowed with prior written notification (e-mail me). That assignment must then be submitted at the beginning of the next class. NO other late submissions will be accepted.

Assignment Submission Requirements

All formal writing assignments must be typed or word-processed unless otherwise noted. Final essays must be formatted according to MLA guidelines, must meet the length requirement for the assignment, and must be accompanied by rough drafts, copies of all research material cited, and any other exercises as noted on the essay assignment sheet or checklist. These materials must be organized and submitted in a letter-size, manila folder. Two copies of the final document must be submitted for major writing assignments.

Grammar and Mechanics

This course assumes you have a standard competency in grammar and mechanics. If you require additional assistance, beyond what is covered in class, please let your instructor know as early in the semester as possible.

Grading Policy

You are guaranteed a 'B' in this class if you:

1. attend class regularly—not missing more than a week's worth of classes (exceptions due to illness or emergency may be made at the instructor's discretion);
2. meet the due dates and criteria for all major writing assignments;
3. actively participate in all in-class exercises, discussions, peer review workshops, and activities;
4. complete all informal writings

5. fully participate in the peer review process with your group and in all collaborative activities (e.g. giving thoughtful feedback during peer review workshops, providing detailed and constructive comments on student drafts, e-mailing essays before the assigned deadline);
6. sustain effort and investment on each draft of all papers;
7. make substantive revisions when the assignment is to revise—(re)seeing a piece of writing, reconsidering organization, detail, audience, and/or purpose—not simply editing or proofreading;
8. copyedit all final revisions of major writing assignments until they conform to the conventions of edited, revised English;
9. attend conference(s) with the instructor to discuss drafts, the writing process, and/or revisions;
10. submit a midterm and final portfolio.

Essentially, you will earn a 'B' based solely on what you do (i.e. your effort and your participation). This grade is not based on my judgment about the quality of your writing. Grades higher than 'B,' however, do rest on my judgment of writing quality. To earn a higher grade, you must produce writing—especially in the final portfolio—that I believe demonstrates exceptionally high quality.

Naturally, you are encouraged to (re)see any assignment as many times as you wish during the semester, and I will be happy to comment on it.

Attendance

Because the success of each student in this workshop-style course depends on in-class writings, discussions, and conferences with the instructor, attendance is mandatory. If you miss two (2) weeks of classes your grade will be lowered **automatically by one full letter grade**. If you miss more than three (3) weeks of classes you will **fail** the course. Students who miss class because of college sanctioned events must present a letter on college letterhead, signed by their coach or advisor that explains the absence. Since this information is known well in advance, it is important that the letter be submitted to the instructor by the end of the first week of class. Students not attending class are still responsible for the material and content of the class.

Tardiness is not tolerated. Being late for class will count as a ½ absence. Exceptions to the attendance policy can only be made at the discretion of the instructor.

Each of you will be required to conference with me periodically throughout the semester. A missed mandatory conference equals two absences.

Class Conduct

You are expected to write, speak, and behave courteously and professionally in your interactions with your peers as well as your instructor. Please remember that the classroom is not the place for taking naps, eating meals, conversing with friends, or working on assignments for other classes.

Electronic Devices: **All electronic devices** (including, but certainly not limited to, cell phones, blackberries, pagers, iPods, MP3 players, etc.) **must be turned off**; they can be a distraction to your peers as well as your instructor.

Plagiarism and Academic Dishonesty

Snow College expects all students to uphold the highest standards of academic honesty. As a matter of principle, the college expects students to submit work that reflects their own learning, skills, and efforts. A student who knowingly cheats, commits fraud, or plagiarizes is in violation of this principle. Snow College does not tolerate such violations.

Academic dishonesty includes, but is not limited to, cheating on tests, quizzes, or other evaluation instruments, collusion, falsification, deception, or misrepresentation of material submitted as class work and plagiarism. Any act of academic dishonesty constitutes grounds for **failure** in this course.

For further information, see "Students' Rights and Responsibilities," *Snow College: 2010-2011 Academic Catalog*, pg. 25.

Disability Resource Center

Students with medical, psychological, learning or other disabilities desiring accommodations, academic adjustments, or auxiliary aids will need to contact the Disability Resource Center (DRC). The Americans with Disabilities Act (ADA) Coordinator at the DRC determines eligibility and authorizes the provision of appropriate services and aids. The DRC is located in the Greenwood Student Center, Room 221, and the contact number is (435) 283-7321.